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ABSTRACT

The K-8 career education project (Jan. 1, 1972-Aug. 1, 1973) was intended to establish a demonstration testing and development model of career education in a consortium of 18 rural school districts participating in the Unified Schools Association for Vocational Education (USA-VE) organization, encompassing nine counties in northwest Kansas. The project focused on two major phases of inservice teacher education: (1) the formalized inservice training of administrators, counselors, and teachers; and (2) the informalized continuing inservice education of teachers using visiting career awareness assistants and mobile media centers. The report briefly covers: the need for the project, the project's goals and objectives expressed as teacher outcomes, the procedures followed in setting up administrator workshops and inservice teacher education and workshops, selection and utilization of media and instructional materials, developing a handbook for teachers, advisory council operation, information dissemination, and the project's results and conclusions. Concluding the document are four appendixes: USA-VE Unified School Districts' population characteristics, a Career Significance Study questionnaire for teachers, a parental survey form, and an employer survey form. (BP)

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FINAL REPORT

Project No. V261010L
Grant No. OEG-72-1102

Research and Development Project
in Career Education

Conducted Under
Part C of Public Law 90-576

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Vocational Education Division
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August 1, 1973

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D - Employer Survey

FINAL REPORT

A. Period Covered:
January 1, 1972 to August 1, 1973

SUMMARY

B. Goals and Objectives of the Project:

The broad goals and objectives originally set forth in the project were stated in terms of teacher outcomes. Goals and objectives based upon student outcomes were to be developed by the individual classroom teachers as a part of the skills the teacher developed during inservice. Project goals and objectives "K-8" for the consortium of rural schools:

(1) To develop and provide occupational and career information for teachers at the elementary level;

(2) To provide intensive inservice training for teachers who will implement career education;

(3) To implement the career awareness phase at the Kindergarten through grade eight level in all participating unified school districts during the 1972-73 school year;

(4) To increase guidance and counseling at all grade levels Kindergarten through grade eight;

(5) Utilize materials developed for career education in these state funded exemplary programs, Clay Center, Lawrence, Kansas City, Liberal and Wichita.

C. Procedures Followed:

Project management for the duration of the project was comprised of three phases in terms of staffing.

(1) The first six month phase was managed by a full-time director and a half-time coordinator of teacher inservice.

(2) The second six month phase required increased staffing to execute project plans. A project director, coordinator and two career awareness assistants were employed full-time for management of the second phase.

(3) The third six month time phase managed by a coordinator and two career awareness assistants. Throughout the duration of the project a support staff of one and a half secretaries and a two-tenths time bookkeeper supported personnel efforts.

Project activity was initiated with a career education inservice class designed for school administrators. The class was held during two weeks of January, 1972. Kansas State University was one of the planners of this inservice session and made available facilities for instruction.

Planning for teacher inservice began during the administrative inservice session. Exemplary Project staff at Kansas State University assisted in the planning for teacher inservice. The teacher inservice class was conducted at three locations within the project area during the months of March, April and May, 1972. Instruction for the teacher inservice class was provided through the expertese of faculty and graduate students from the Department of Adult and Occupational Education, Kansas State University. A one day conference on career education was held at the conclusion of the inservice session. The conference program was comprised of nationally recognized leaders in career education, regional representatives of the United States Office of Education, Kansas State Department of Education,Kansas State University, and staff members from various career education projects in Kansas.

A more informal ongoing program of teacher inservice was planned by the project staff. Two individuals were prepared as career awareness assistants through a four week program of experiences with other school-based career education projects in Kansas(Kansas City USD #500;Lawrence USD #497). Multi-media materials were selected by the staff in order to supplement materials which teachers presently had access to. These materials in addition to materials developed by teachers during the inservice were placed onto two vehicles which also serve as transportation for the two career awareness assistants.

The primary objective of the career awareness assistants was to function as consultants to all kindergarten through grade eight teachers on the concepts of career education and their classroom implementation. Each assistant utilized a schedule which made possible their availability to the teachers of each unified school district every seven to ten calendar days.

The mobile media centers were operationalized to maximumize the availability of career related multi-media materials. Materials available through each center were teacher prepared materials and commercial materials. It was the opinion of the project personnel that

these materials were essential in expediting teacher implementation of career education.

A one day workshop was held at three sites within the project area. The workshop purpose was to provide encouragement and assistance to the teachers in their efforts toward the implementation of career education.

The overall project had been from its inception operating under the director of an advisory group. All but three unified school districts chose to form local advisory groups to assist them in implementing career education.

Emphasis was placed upon publicity for the program within the project area. This approach it was hoped would create a better climate for gaining community involvement. Publicity was also utilized as a motivational factor for those teachers who to that time had not demonstrated any observable interest in implementing career education.

Teachers in each unified school district were assisted in their efforts to identify and utilize the available community reosurces which could prove valuable to student learning experiences.

A booklet of suggestions and ideas gathered was prepared by the project personnel for teacher usage. A copy was distributed to each teacher and administrator with kindergarten through grade eight responsibilities.

Communications within the project were facilitated by use of a monthly newsletter distributed to teachers and administrators. The newsletter contained information and suggestions aimed at assisting the reader to implement the concepts of career education more readily.

Communications outside the project area has been accomplished through a brochure distributed to all public educational agencies in Kansas.

Available research literature was reviewed in a quest for potential evaluation measures. The project staff developed several evaluation instruments in an attempt to study the modification of attitudes on the part of various populations. A study of teachers and student attitudes was conducted at the completion of the inservice class to determine the results to that point. Other evaluation instruments were utilized at the close of the project term to gather additional data for study.

D. Results:

Thirty-six administrators participated in a short intensified inservice

program at Kansas State University. A portion of the administrative inservice included on site study of Clay Center, Lawrence, and Kansas City Exemplary Projects.

The formal career education inservice class facilitated by Kansas State University prepared 220 kindergarten through grade eight teachers to implement the concepts of career education. Through a program of informal teacher inservice, the number of teachers was expanded to 418 during the 1972-73 school year.

The project sponsored a conference on career education which was attended by 287 teachers from the project area. During the one day conference participants were able to interact with the some fifteen consultants on the program.

One visible result of the teacher inservice class was the development and production of over 200 career pacs by those enrolled in the class. Later those materials were duplicated and one copy was placed in each mobile media center.

Utilization of the career related materials made available through the mobile media centers increased throughout the 1972-73 school year. Records indicate over 4700 usages were made of materials during that period of time. It would be difficult to quantify usage made of the two consultants by teachers, students, counselors and administrators.

Three unified school districts extended at least one additional course offering to seventh and eighth grade students which was in some way clearly involving one or more of the concepts of career education.

Over 200 field trips of a career related nature were taken by students and teachers. In addition 234 community resource people were brought into the classrooms during the school term 1972-73.

One of the two school districts which joined the project after the initial teacher inservice class paid the cost for its entire faculty to receive training through Kansas State University.

Three separate evaluation instruments were developed by the staff for the study of attitudes. Teachers, parents, and business and industry personnel were the three populations for which the instruments were designed.

An important result of the stimulus provided through this grant is that sixteen of the eighteen unified school districts will support through local money a coordinated program of career education during the 1973-74 school year.

E. Evaluation

The evaluation summary was prepared by the third party evaluator and is attached to this report..

F. Conclusions and Recommendations:

Teacher inservice was proven as an effective agent for change in teacher attitudes and facilitated implementation for many teachers. Now what must be sought are effecient methods by which to accomplish follow-up to inservice.

Pre-service by teacher education institutions should be given serious efforts as the evaluation of teacher inservice seems to point out that inexperienced teachers did not respond to inservice as significantly as did experienced teachers.

Consultants available to teachers and students in a consortium of rural schools yielded positive experiences. The consultant is able to function as an outside change agent or influence factor. Positive reinforcement from the consultant was most effective in motivating teacher implementation.

Small attendance centers seemed to achieve the fullest level of implementation earlier than the larger, attendance centers. This is an observation to which little significance should be attached as there were exceptions to the case in point.

Media materials do appear to have an impact upon teacher implementation in the classroom. Commercially prepared media materials should be given a careful evaluation.

A. Problem Area:

The project was intended to establish a demonstration testing and development model of career education in a consortium of rural schools, grades kindergarten through eight. The consortium was limited to those eighteen unified school districts participating in the Unified Schools Association for Vocational Education organization. Those school districts were at that time cooperating in vocational education programs at the secondary level under a project funded by the Kansas State Board of Education and the Division of Vocational Education.

The eighteen unified school districts encompass nine counties in northwest Kansas. The region is predominately rural; all towns are less than 5000 population. Population has decreased in each of the nine counties during the last ten years. Out-migration of young people acts as a multiplier on the decreasing population problem.

The regions chief economic base is agriculture with 37% of the employed labor force deriving its income from this industry. This approaches twice the figure of 19.3% for the state.

Post-secondary education in the region is served by two area vocational-technical schools, one community college and a four year college. These institutions are located adjacent to the region.

The need for a concept such as embodied in career education was felt to be urgent. Components and concepts of career education when found operating in the schools were characterized by fragmentation and a lack of knowledge. The schools felt a need to provide information about the world of work which would enable each individual to make career choices more wisely.

The guidance program in each of the kindergarten through grade eight attendance centers was typified by lack of assigned personnel. Once again fragmentation characterized the existing teachers role in guidance this due in part to a lack of knowledge concerning the teachers role in guidance.

Absent from the curriculum in grades seven and eight were hands-on occupationally oriented experiences in most all school districts.

Occupational information available to students and teachers was quite limited and was in many cases non-existent. This placed students in the position of making educational decisions without a basis of relating to future possible goals in the world of work.

Data gathered concerning teachers and counselors indicated that many had no experience with the world of work outside the field of education. This limited experience base would possibly make it difficult for some teachers and counselors to establish a relationship between occupations and subject matter being presented.

A review of related research literature at the inititation of the project revealed little information was available. The information available was addressed toward fragments of career education such as occupational information systems, theories of occupational choice, and work observation and experience. No substantive literature was available describing efforts wherein many of the aforementioned components were combined as an approach.

Materials which could easily be assimulated by classroom teachers were severly limited. This was especially true for adaptable curriculum materials. Throughout the project time span of 18 months more literature became available for staff and teacher usage.

The major design features of the project were aimed at the logistics problem faced by this project involving 42 attendance centers controlled by 18 different chief school administrators. The geographic distance between attendance centers also had an impact upon the project design.

Implementing the elementary (K-8) career education component on a cooperative basis in conjunction with existing vocational education programs being funded under the direction of the Kansas State Division of Vocational Education, the eighteen unified school districts in the area could produce a complete educational package for all of their students.

B. Goals and Objectives:

The initial goals and objectives for the project were designed for the most effective management of a consortium of rural schools implementing career education. Goal statements in the form of teacher outcomes were developed as it was felt that the staff would be most effective at that level. Those broad goal statements were:

(1) To develop and provide occupational and career information for teachers at the elementary level.
   (a) Select media materials which provide occupational and career information appropriate to each grade level (K-8)
   (b) Select for teacher usage reference material which contains occupational and career information needed for planning career related learning experiences.
   (c) Operationalize a mobile media center through which these materials can be rotated between attendance centers.
   (d) Prepare teachers to be able to obtain and evaluate occupational and career information in its many forms.

(2) To provide intensive inservice training for teachers who will implement career education.
   (a) Develop an inservice program which meets the needs of teachers, administrators, and counselors in rural schools.
   (b) Develop a realization of the need for career education early in the inservice program.
   (c) Develop and implement an informal ongoing program of teacher inservice as a followup to the inservice class approach.

(3) To implement the career awareness phase at the kindergarten through grade eight level in all participating unified school districts during the 1972-73 school year.
   (a) Provide teacher inservice training to develop the skills needed for implementation of career education.
   (b) Provide consulting personnel to assist teachers in their efforts to develop the curriculum modifications and instructional materials for career education implemention.
   (c) Provide media materials which will supplement existing instructional materials which are career related.
   (d) Initiate a newsletter by which information and ideas can be communicated throughout the project area.
   (e) Utilize an advisory council in directing staff efforts toward implementation.

(4) To increase guidance and counseling at all grade levels kindergarten through grade eight.
   (a) Develop as a part of the teacher inservice program a study of guidance at the elementary level and the teachers role.
   (b) Provide at least one staff member with expertese in guidance as a consultant to teachers.
   (c) Select media materials to supplement available self-concept instructional materials.

(5) Utilize materials developed for career education in these state funded exemplary programs: Clay Center, Lawrence, Kansas City, Liberal and Wichita.
   (a) Select appropriate materials and obtain or duplicate copies for use through the mobile media centers.
   (b) Utilize personnel from these projects to assist in inservicing project staff, administrators, counselors, and teachers.
   (c) Select personnel to make on site visits to these projects when possible and appropriate.

Corresponding objectives were framed for student and teacher outcomes at the classroom level. These objectives were of a very broad and long range nature. Development was through the efforts of teachers, the advisory group and project staff. The objectives were broken into two broad grade level groupings.
Kindergarten through grade six goals were:

(1) To develop in pupils attitudes about the personal and social significance of work.
(2) To develop each pupils self-awareness.
(3) To develop and expand the occupational awareness and the aspirations of the pupils.
(4) To improve overall pupil performance by supplementing or complimenting the basic subjects around a career development theme.
(5) To develop guidance and counseling for (K-6) students.
(6) To increase the students motivation to learn by relating his studies to the world of work.

The goals and objectives for students in grades seventh through eighth were:

(1) To provide experiences for students to assist them in evaluating their interests, abilities, values, and needs as they relate to occupational roles.
(2) To provide students with opportunities for further and more detailed exploration of selected occupational clusters leading to the tentative selection of a particular cluster for indepth exploration at the ninth grade level.
(3) To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.
(4) To develop guidance and counseling for seventh and eighth grade students.
(5) To increase the students' motivation to learn by relating his studies to the world of work.

C. Description:

The project intent was to establish a demonstration, testing and development model of career education in grades kindergarten through eight in the unified school districts served by USA-VE. The design was to focus staff efforts on assisting teachers with the implementation of career education. The following sequence of activities constituted the general project design for operation.

Management toward the project goals and objectives was divided into two major phases:

Phase 1: The formalized inservice of administrators, counselors, and teachers.
Phase 2: Informalized continuing inservice of teachers.

Project staff was modified for each of the phases as well as once within the second phase to achieve best utilization of skills available.

During the formalized inservice sessions the staff was comprised of two people, a project director and a coordinator of teacher inservice.

An intensive workshop session for administrators was developed by the staff and sponsored through the Department of Adult and Occupational Education, Kansas State University. The workshop included site visits to the three Kansas State Department of Education sponsored career education projects. Review of available literature on career education was the responsibility of each participant in preparation for small group discussion. Workshop speakers were selected on the basis of previous experience with career education projects. Planning a teacher inservice program was one of the major outcomes of the workshop.

A contract was set with the Department of Adult and Occupational Education, Kansas State University to provide the instructional personnel to execute the planned program of teacher inservice. The instruction was available at three locations within the project area. A team of six instructors, two at each site facilitated the program of teacher inservice. The instructional program was spread over a three month period. The inservice program content was comprised of the development of working definitions of terminology; development of educational philosophy; utilization of community resources for instruction; theories of career development; development of goals and objectives; development of career related instructional units and individualized learning packages and a review of existing literature.

A one day career education conference was held as culminating activity to teacher inservice. The conference program featured some twenty individuals who were considered to be national, state or regional leaders in the development of career education. Conference participation was opened up to teachers other than those enrolled in the class also.

Twelve teachers participated in a practicum of work experience related to classroom presentations. This learning experience was coordinated by the Department of Adult and Occupational Education, Kansas State University. The teachers worked at various jobs in their local communities and were directed in their experiences by project staff and Kansas State University faculty.

The second phase of project efforts were initiated at the end of the first six months of operation. Job duties for the coordinator of teacher inservice were realigned into those of full-time coordinators of career education. Two additional staff positions were also developed for career awareness assistants. A program of inservice for the assistants was developed with the cooperation of the career education project staffs in Kansas City and Lawrence, Kansas. Each assistant spent a period of one month on site at one of those projects.

The review and selection of media materials for usage by teachers was accomplished by the staff. Criteria established by the staff was used in evaluating media materials. Content sought in media materials was as follows:

1. Objective occupational information
2. Illustrates the relationship between school and work
3. Illustrates the worth of all individuals to society
4. Illustrates the need for understanding self and others
5. Possible application to a specific subject area
6. Current settings, experiences and data

All teacher made materials produced during the inservice classes were copied and cataloged. A catalog listing all teacher made and commercially produced materials was prepared for distribution to all teachers.

A handbook of ideas and aids was developed by the staff for distribution to all teachers. Information found in the handbook is:

1. Definitions, Components, and Phases
2. Career Education Model
3. Suggested activities and instructional materials
   (a) Kindergarten through grade three
   (b) Grade four through six
   (c) Grade seven and eight
4. Field trip planning suggestions
5. Job information available through K-VIEW
6. Advisory committee development and utilization
7. Community resource survey format
8. Criteria for using the community resources
9. Suggested guidelines for the speaker
10. Suggested guidelines for you as a resource person
11. Implementation report form

During the fall of 1972 a one day workshop was held for teachers in three separate locations. The workshops were intended to assist both teachers who had received inservice and those who had not. Those teachers who had participated in initial teacher inservice efforts were assisted with instructional planning. The other teachers were oriented to the concepts and components of career education as well as assisted in planning for the coming school term.

At the initiation of the 1972-73 school year, both career awareness assistants began a program of interaction with classroom teachers in their respective project areas. It was in conjunction with these efforts that the two mobile media centers began operation and service to the teachers.

Project level communications were facilitated by a monthly newsletter distributed to all teachers. This newsletter was also used as a method of informing other career education projects within Kansas as to efforts, ideas, and progress.

Throughout the project duration, all members of the project staff utilized every opportunity available to confer with staff from other career education projects in Kansas. At least one staff member was in attendance at each conference and meeting held in the state with career education as a major topic. One staff member attended a conference for career education project personnel in Washington sponsored by the United State Office of Education. Three staff members made a site visit to the Mesa, Arizona Public Schools project operated as one of the six major model sites.

The counselors assisted in developing a program of inservice for themselves and facilitated by the project staff and consultants. The counselor in each district was available for use by faculty and students grades K-8; however, all served a primary clientele of secondary faculty and students. The program of inservice was aimed at assisting the counselors to gain insights into the business communities expectations.

An advisory council has guided the project staff in their efforts throughout the operational time span. The advisory council is made up of all participating schools' superintendents, directors of the North Central Kansas Area Vocational-Technical School and Northwest Kansas Area Vocational-Technical School, President of Colby Community College and the director of Exemplary and Special Needs, Kansas State Department of Education, Division of Vocational Education.

Upon initiation of the project, there were 469 teachers to be served. The teachers were instructing a total of 7,462 kindergarten through grade eight students.

An activity which was encouraged by the advisory council and project staff was public information dissemination. Each of the career awareness assistants helped teachers in the preparation of news articles and pictures for publication. A brochure was prepared as an additional means of informing the public. This brochure was also sent to the chief school officer of each unified school district in Kansas.

D. Results:

The results are stated as a response to the goals and objectives set forth for this project.

(1) Administrators assumed the leadership role in seeking inservice immediately upon initiation of the project. Thirty-six administrators from the eighteen unified school districts participated. Site visits to study the Clay Center, Lawrence, and Kansas City Exemplary (career education) Projects were made. A planned program for teacher inservice resulted from the administrative workshop.

(2) An advisory council was put into function for the guidance of the project. The advisory council made use of expertese from the two nearby area vocational-technical schools and the one community college.

(3) Two hundred and twenty kindergarten through grade eight teachers were inserviced in the first three months of project activity.

(4) Teachers developed over 200 separate instructional units known as career pacs. The career pacs could be used for teacher directed instruction or individualized learning.

(5) A conference on career education was sponsored by the project. The conference was attended by 287 teachers from the project region and an additional 150 educators from across the state of Kansas. Over fifteen consultants were available for interaction with the administrators, counselors and teachers during the conference. The consultants represented colleges and universities, the Kansas State Department of Education, the Regional United States Office of Education, the California State Department of Education, the Jefferson County Colorado Career Education Project, and all school districts in Kansas that were involved with the implementation of career education at that time.

(6) An internal evaluation of the teacher inservice class indicated teacher attitudes had been modified. Students of these same teachers had shown an increase in their vocational maturity as compared to students under the instruction of teachers not receiving inservice.

(7) The two career awareness assistants were in direct contact with all K-8 teachers on a scheduled basis as consultant.

(8) Supplemental career related media materials were made available to all teachers through the mobile media centers. Copies of all teacher developed materials were made available by this method.

(9) Through the program of informal teacher inservice during the 1972-73 school term all of the 418 K-8 teachers were assisted with the implementation of career education.

(10) A series of workshops for counselors were held during the fall of 1972.

(11) Three unified school districts increased curriculum offerings for seventh and eighth grade students. All of the new offerings were of a career related nature.

(12) Over 4,700 uses were made of media materials from the mobile media center during the 1972-73 school year.

(13) Two districts joined the project soon after initiation bringing the total number of districts to eighteen. One district paid all cost for an inservice class through Kansas State University for their teachers as the districts had joined the consortium too late to participate in the initial inservice class.

(14) The following data was obtained from teachers on a voluntary basis. Over 200 field trips and 234 community resource speakers were utilized by those teachers responding to a request for data during the 1972-73 school year.

(15) The staff developed three data gathering instruments for study of attitudes. Three separate populations were the focus of these instruments: teachers, parents, and business and industry personnel.

(16) A result which reflects the opinion of participating school districts is that sixteen of the eighteen unified school districts will support with local money the career education project during the 1973-74 school year. Planning for the continued local funding during the 1974-75 school year is under consideration.

E. Evaluation:

(The evaluation has been prepared by the third-party evaluator and is attached to this report.)

F. Conclusions:

It is recommended that teachers, counselors and administrators be awarded "credit" for participating in planned work experiences outside education. These experiences properly planned can serve to develop the competencies needed by a classroom teacher to relate subject matter to its many world of work usages.

Teacher inservice programs can serve to influence the attitudes of teacher toward the concepts of career education. The inservice has an impact upon the vocational maturity of the students provided instruction by participating teachers. The inservice program had little effect upon the attitudes of teachers with less than three years experience. Teacher education institutions must begin acquainting all potential teachers with the concepts of career education during their preparation. If career education thrives in these elementary schools and new teachers are not properly prepared the student will be penalized by the teacher education institutions lack of vision.

The advisory council utilized by this project has has had an impact that may not be fully known. The superintendents in functioning as the formal advisory committee has made possible a more direct input from each school district. The superintendents participation has clearly demonstrated to all faculty and staff members his educational priorities for that district.

The absence of guidance personnel at the elementary level has not impeded the implementation of career education. The availability of guidance personnel to grade seven and eight students would certainly have had an impact as would personnel at the K-6 level.

Media materials made available to the teachers has had a positive impact upon the implementation of career education in the opinion of this staff. The offer of ideas and assistance from the career awareness assistants was much more acceptable by the teachers because additional time in preparation was not required to create and search out adequate media materials. As teachers have gained greater experience with the concepts of career education material usage has not dropped as it was thought it might. Two facts have become apparent concerning material usage at the present time.

1. Requests for specific materials well in advance of actual usage indicates more long-range planning.

2. The acceptance of an idea from the career awareness assistant is not as contingent upon the availability of prepared media materials.

Learning activity packages known as 'careerpacs', developed during teacher inservice receive little usage it appears now. Several reasons for this apparent lack of usage seem rational.

1. Teachers have developed what they feel are improved techniques for intergrating career education concepts into the curriculum; compared to the approaches they developed during inservice.

2. The 'careerpacs' were developed as a part of the requirements for completion of the inservice class according to a specified format which may not be workable in the opinion of the teachers.

Information appearing in the public media (newspapers, brochures, radio and television) served at least two purposes one of which this staff had given little thought to being a purpose. The first was to better inform the general public as to what career education is. The not so obvious purpose which became apparent was that teachers are motivated to implement career education in hopes that they or the students would appear in the media.

Communications between parents and teachers has increased largely through parents appearing as resource speakers and serving as sites for field trips. Objections have not been expressed by parents in serving as resource speakers or field trip sites.

Evaluation measures are needed by the schools to determine a broader range of results at all grade levels. One comprehensive instrument is not being advocated in the above statement but rather a number of specific evaluation instruments are needed. Teachers are especially in need of simple evaluation measures which they can administer and interpret without the aid of sophisticated data manipulation techniques.

The assumption of financial support at the local level illustrates the administrative committment to the faculty and community. The faculty seems to consider administrative committment of this type more seriously than verbal statements and concentrate their instructional efforts accordingly.

A consortium of rural school districts spread over a large geographical area can cooperatively utilize personnel, equipment and materials to accomplish the implementation of career education.

USA-VE

Unified School Districts Population Characteristics

1971-72

USD	Students K-8	Students 9-12	Teachers K-8	Teachers 9-12	Counselors K-8	Counselors 9-12
Atwood	489	251	29	22	0	1
Eastern Heights (Kirwin-Agra)	128	110	10	10	0	1
Hill City	649	321	43	29	0	1
Hoxie	467	310	34	21	0	1
Kensington	141	158	7	16	0	1
Lenora	183	101	14	13	0	1
Logan	297	135	19	14	0	1
Morland	209	83	12	10	0	1
Northern Valley (Almena-Long Island)	183	102	14	14	0	1
Norton	848	259	50	23	0	1
Oberlin	641	354	39	23	0	1
Palco	232	139	20	14	0	1
Prairie Heights(Jennings-Clayton)	130	81	10	8	0	1
Phillipsburg	770	371	39	22	0	1
Plainville	511	336	29	22	0	1
Smith Center	572	294	31	21	0	1
Stockton	421	219	29	18	0	1
Wakeeney	591	340	40	22	0	1
	7462	3964	469	322	0	18

Directions:

Mark each statement in the left margin according to how you agree or disagree with it. Please answer every item. Circle A, a, d, or D.

A: I agree very much
a: I agree a little
d: I disagree a little
D: I disagree very much

A a d D 1. Most communities cannot provide opportunities for students to have work experience.

A a d D 2. Instruction should be established on the basis of student career interests.

A a d D 3. Most people just don't know what's good for them.

A a d D 4. Most people in the community lack the knowledge and teaching experience necessary to make a meaningful contribution to classes.

A a d D 5. Allowing students to spend time away from school during the day for work experience results in more problems than benefits.

A a d D 6. Students would benefit from more information on programs offered by Area Vocational-Technical Schools.

A a d D 7. Since more and more students are going to college, college preparatory subjects should be stressed more heavily in school.

A a d D 8. Students do not become interested in occupations until high school years.

A a d D 9. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all".

A a d D 10. Most schools provide students with ample occupational information for career planning.

A a d D 11. Instruction in preparation for careers is more easily accommodated in large class groups.

A a d D 12. Placement in jobs is a responsibility of the school for all students.

A a d D 13. Students should select an occupation in the elementary grades and pursue it through their school years.

A a d D 14. Most schools, will need special funding to implement "career education".

A a d D 15. Choosing appropriate career goals is a natural outgrowth of the student's school program.

A a d D 16. The main thing in life is for a person to want to do something important.

A a d D 17. Most of the ideas which get printed now a days aren't worth the paper they are on.

A a d D 18. Because the school is best suited to do the job, the community should not be involved in helping students prepare for occupations.

A a d D 19. Business people have neither the time nor the inclination to make career-related presentations to school classes.

A a d D 20. The training of youth for occupations is more the responsibility of trade schools than public elementary and secondary schools.

A a d D 21. Effective career education will require little changes in teachers' methods of instruction.

A a d D 22. Of all thedifferent philosophies which exist, there is probably only one which is correct.

A a d D 23. Career information should be provided to all students regardless of career goals.

A a d D 24. Generally, teachers do not have enough time to relate careers to what they teach.

A a d D 25. Most schools are not doing an adequate job of preparing students for the world of work.

A a d D 26. A group which tolerates too much difference of opinion among its own members cannot exist for long.

A a d D 27. Descriptive occupational brochures are the best means of providing students with information for making career choices.

A a d D 28. Career development begins in early childhood.

A a d D 29. Career education should not be implemented at the cost of curricula revisions.

A a d D 30. Preparation for life should center on learning academic subjects.

A a d D 31. In the long-run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

A a d D 32. Class size has little bearing on the implementation of career education.

A a d D 33. Since students have a lifetime to prepare for work, they should spend their school time on academic subjects.

A a d D 34. It is often desirable to reserve judgement about what is going on until one has had a chance to hear the opinions of those one respects.

A a d D 35. Teachers are keenly aware of the career opportunities in their community.

A a d D 36. Since automation is changing the world of work so rapidly, students will need only a general education.

Parental Survey

DIRECTIONS: Please circle the one alternative answer whch best describes your current attitude for each of the following statements.

If you strongly agree, circle . . . . . .SA

If you agree, circle . . . . . A

If you are undecided, circle . . . . . U

If you disagree, circle. . . . . D

If you strongly disagree, circle . . . . . SD

EXAMPLE:

If you strongly agree with the following statement, you would circle the letters SA.

America is a great country. . . . . (SA) A U D SD

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1. Students of elementary school age should have some work experience at home. . . . . SA A U D SD

2. I do not think my elementary age child or children really learns anything on school field trips. . . . . SA A U D SD

3. My elementary school age child or children are excited about learning all of the subjects at school. . . . . SA A U D SD

4. To be truthful, my elementary age child or children might think my job was unimportant and might be embarrased to tell his class about the kind of work I do. . . . . SA A U D SD

5. Most people in the community lack the knowledge and teaching experience necessary to make a meaningful contribution to elementary classes. . . . . SA A U D SD

6. My elementary school age child or children thinks school is fun because he loves to learn. . . . . SA A U D SD

7. I think parents are invited into the school often enough. . . . . SA A U D S

8. I think businessmen are called on frequently to serve as resource speakers in the elementary school classroom . . . . . SA A U D S

9. I really enjoy the job I have. . . . . SA A U D S

10. Teachers of elementary school age children should have some work experience other than teaching. . . . . SA A U D S

11. The main purpose of elementary school is to prepare my child or children to eventually go to college. . . . . SA A U D S

12. I would like to see my children eventually do the same kind of work I do. . . . SA A U D S

13. Since more and more students are going to college, college preparatory subjects should be stressed more heavily in school . . . . . SA A U D S

14. Field trips to observe workers take too much time away from the regular school subjects my child should be learning. . . . . SA A U D S

15. I think my own job is an important one. . . . . SA A U D S

16. I understand the concepts of "Career Education" well enough to explain it to someone else. . . . . SA A U D S

17. I believe my elementary age child or children can best learn from his regular classroom teacher . . . . . SA A U D S

18. I think the elementary school curriculum is basically the same as it was when I was in grade school . . . . . SA A U D S

19. Since elementary age students have a lifetime to prepare for work, they should spend their school time on academic subjects. . . . . SA A U D S

20. Students do not become interested in occupations until high school years . . . . . SA A U D SD

21. Field trips to observe workers for elementary age school children should be provided more often. . . . . SA A U D SD

22. Elementary age children could learn a great deal by visiting the place where I make a living. . . . . SA A U D SD

23. I think the elementary school teaches my child or children about good work habits. . . SA A U D SD

24. As a taxpayer I believe our elementary school system is giving me my moneys worth of education for my child or children. . . . . SA A U D SD

25. The training of youth for occupations is more the responsibility of trade schools than public elementary schools . . . . SA A U D SD

26. I really think my elementary age child or children are taught so that the subjects are related to the working world. . . SA A U D SD

27. In my opinion, our elementary teachers relate the school subjects primarily to jobs. . SA A U D SD

28. By listening to my elementary school age child or children; I believe they understand the concept of "Career Education" . . . . SA A U D SD

29. I believe my elementary age child or children are thinking about which career he may someday choose. . . . . SA A U D SD

30. In todays society, a college degree is almost a necessity to insure success . . . . SA A U D SD

31. I think that the elementary school classes are designed in such a way that they waste a lot of my child or childrens time. . . . . SA A U D SD

32. Parents could contribute to my elementary age child or childrens education by visiting school to explain their jobs . . . . . SA A U D SD

33. Home chores are good ways to give my elementary age child or children work experience. . . SA A U D SD

34. My elementary age child or children learns more about the practical aspects of making a living while at home rather than at school . . SA A U D SD

Employer Survey

Directions:

Circle the one alternative answer in the left margin which best describes your attitude for each of the following statements. Please answer every item. Circle SA, A, D, SD

SA: I strongly agree
A: I agree
D: I disagree
SD: I strongly disagree

SA A D SD 1. Elementary school age children are forming attitudes about work which will affect their success as a worker later in life.

SA A D SD 2. Since more and more students are college bound, college preparatory subjects should be stressed more.

SA A D SD 3. Existing "Child Labor Laws" require modification to provide greater opportunity for student work experience.

SA A D SD 4. A high school dropout should be encouraged to return to high school after he has been working for several years.

SA A D SD 5. Workers can provide students with occupational information for career planning.

SA A D SD 6. Many community people have had considerable work experience but lack knowledge and teaching experience necessary for helping students in the classroom.

SA A D SD 7. Because automation is changing the world of work so rapidly, students in the future will only need a general education.

SA A D SD 8. The community should not concern itself with student preparation for occupations because this is the schools job.

SA A D SD 9. Students should be required to attend school daily to receive the benefits of quality education.

SA A D SD 10. As a taxpayer, school expenditures would not concern me so much if the school district could show me how much education a dollar buys.

SA A D SD 11. The mentally handicapped can develop worker attitudes and skills through work experience.

SA A D SD 12. Training for jobs is the responsibility of vocational-technical schools and not elementary and secondary schools.

SA A D SD 13. Most teachers now present all subject material in such a way that students can relate it to careers.

SA A D SD 14. I understand the concepts of "Career Education" well enough to explain them to someone else.

SA A D SD 15. Business people have neither the time nor the inclination to make career-related presentations to school classes.

SA A D SD 16. Public schools should assume responsibility for providing additional training to adults.

SA A D SD 17. High school credit should be given for student work experience outside the classroom.

SA A D SD 18. Young children can observe and interview workers at the work site without changes made in the work setting.

SA A D SD 19. Placement in jobs is a responsibility of the school for the students.

SA A D SD 20. One of the major goals of schools is to develop more competent workers for the world of work.

SA A D SD 21. A worker's attitude makes little difference as long as he knows how to do the job.

SA A D SD 22. Most high school dropouts cannot be trained for successful employment.

SA A D SD 23. Many communities cannot provide work experience for all its students.

SA A D SD 24. It would cost employers too much to allow students to observe workers and for workers to visit classrooms.

SA A D SD 25. Most schools are not doing an adequate job of preparing students for the world of work.

SA A D SD 26. Field trips to observe workers take too much classroom time which could be better spent on regular subject matter.

SA A D SD 27. The school and community should work together to provide opportunities for students to explore a variety of occupations.

SA A D SD 28. Teachers should have some work experience other than teaching.

Appendix D-II

SA A D SD 29. Education for a career is the sole responsibility of the school.

SA A D SD 30. I see no benefit to myself in explaining to students my work and how school subjects relate to work.

SA A D SD 31. A student should not be allowed to complete school before spring graduation.

SA A D SD 32. A college degree is not the best and surest route to satisfactory employment.

SA A D SD 33. Some form of compensation must be provided for workers who allow students to observe and interview them.

SA A D SD 34. A high school diploma indicates an individual is well trained for a job.

SA A D SD 35. Employers and the public should be active participants in the planning of local education programs.

SA A D SD 36. It is the responsibility of the school to provide students with salable skills for the job market.